

FAST FACTS

Guidelines for Determining Title I Targeted Assistance Student Caseload

In a Title I targeted assistance school, a Title I teacher must select Title I students from an eligible pool of children who have the greatest need for educational assistance. Quite often, a school does not have sufficient funds to provide services to all eligible students and must make difficult decision regarding student caseloads and content areas. Title I teachers must use their best professional judgment in making these decisions based on a detailed student selection process that examines the performance of eligible children.

The federal law does not specifically state what is an allowable number of Title I students per teacher on a caseload in a Title I targeted assisted classroom. However, each Title I classroom is encouraged to consider the following best practices when determining the adequate number of Title I students per teacher on a Title I caseload:

- As a best practice the maximum number of students should be no more than 40-45 per Title I teacher.
- The average caseload in North Dakota is 25 students per Title I teacher.
- Consider individual student needs and specific classroom dynamics when determining the appropriate size caseload.
- Take into account teacher schedules and available resources to reach the optimal goal for fostering student learning in the Title I classroom.
- Certain students are to be considered eligible for Title I by virtue of status. These include:
 - Students who participated in Head Start at any time the preceding two years.
 - Students who received services under a program for youth who are neglected or delinquent (Title I Part D) at any time the preceding two years.
 - Students in a local institution for neglected or delinquent students or attending a community day program.
 - Homeless students attending any school in the district.

It is also important to consider the other duties of a Title I teacher and the time required to perform those additional responsibilities. Such duties include, but are not limited to:

- Supervising paraprofessionals
- Completing the Title I selection process
- Compiling Title I student files
- Maintaining communication with Title I parents
- Participating in parent involvement activities
- Assessing and reporting on assessments for Title I students
- Participating in professional development activities
- Involvement in additional recommended educational trainings
- Regular communication with educational staff
- Ongoing evaluation of student progress
- Title I program revision

Each of these areas must be documented by Title I staff and do require a substantial amount of time.

Contact Information

If you have questions regarding this Fast Facts, please contact:

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